SYNOPSIS

ON

RELATIONAL ANALYSIS OF SELF-MONITORING, SOCIALISATION, PERSONALITY AND LIFE GRATIFICATION AMONGST ASPIRING PROFESSIONALS

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1. TOPIC OF RESEARCH

Relational Analysis of Self-Monitoring, Socialisation, Personality and Life Gratification Amongst Aspiring Professionals.

2. INTRODUCTION

As human beings have multiple personalities, every individual have their unique way of thinking, feeling and behaving. Now the question arises here is, how self-monitoring and socialisation impacts personality, and How Personality correlates with life gratification among students. Hence, in this regard conducting a study can provide valuable results among students.

In Columbia Encyclopaedia 6th ed., "personality refer to behaviour which though not necessarily right or wrong, is pleasing or offensive to other people favourable or unfavourable to the individual's standing with his/her fellows. Personality can be broadly defined as the total quality of his/her attitudes and interests in his/her manner of acting and his/her personal philosophy of life."

The personality researchers didn't have appropriate framework for describing personality in previous years. Among the researchers, there were some controversies for personality traits. Then Goldberg (1990) introduced five factor model of personality (often called Big Five), which are Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness.

The aim of present study is to raise awareness about the relationship between self-monitoring and socialisation with students' personality, with the aim of extending life gratification. It is suggested that interaction of self-monitoring and socialisation on personality leads to life

gratification among students. The present study expected that there is significant relationship of self-monitoring and socialisation with students' personality. Further, students' personality is correlated with life gratification.

2.1 SELF-MONITORING

According to Snyder (1974, 1979) individuals differ along a single dimension in extent to which they can and do control and monitor their self-presentation and expressive behaviour. High self-monitors carefully regulate their self-presentation and expressions to fit with what they perceive to be appropriate behaviour pattern and desirable and considerably as a function of environments and situational constraints.

2.2 SOCIALISATION

Socialisation is a process to make adjustments with society. In another words, Capability of an individual to grow to be a member of society is referred to as Socialisation. It is the reflection of one's personality that depends on a nation's culture. It helps to adopt a particular language, literature and moral values of a society. The sub variables of socialisation are stable family, positive role of media, peer group & community and social phobia that plays a vital role for a student to become a perfect individual of society. Students' behaviour and overall personality management are highly influenced by their family also. Positive role of media plays a vital service in the way of socialisation for students' personality. Peer group and community help junior fellows to encourage abilities and confidence through their experiences. Social phobia creates anxiety & depression within a student which adversely affects the students' personality that leads to hostile behaviour among the students.

2.3 PERSONALITY

There are four sub variables to measure Personality Development. These are Positive self-image, Commitment, Outward/People orientation and Culture identification. Positive self-image refers to looking at the self and life with positivity, looking at the self in relationships positively, seeing the self as emotionally intelligent, honest, spiritual, flexible, fair and self-reliant. Commitment includes the degree to be committed towards the self (beliefs and goals) and others (relationships). Outward/People orientation measures the confidence that a student place for themselves. It involves the ability to be outgoing, follow a zestful approach and confidence to lead others. Culture identification focuses at students' orientation towards their culture and country.

2.4 LIFE GRATIFICATION

Life Gratification refers to the personal judgement of well-being and quality of life of an individual according to their own chosen criteria. (Diener, 1984; Diener, Emmons, Larsen & Griffin, 1985; Shin & Johnson, 1978). Importance of happiness becomes twice when it comes to students' personality. Self-esteem is a personal evaluation that an individual makes of themselves, their sense of their own worth, significance, value and capabilities. Students carrying high self-esteem appear confident and are less influenced by others. Students carrying low self-esteem generally have issues like depression, suicide ideation, anti-social behaviour and aggression. Cohesion is a process that is reflected for a group to adhere together and remain united for the gratification of colleague affective needs.

Lykken and Tellegen shared that happiness is an emergenic trait that is differentially influenced throughout the lifespan by genetics, shared environment and experiences unique to the individual. These theoretical formulations conclude: Personality should be the most influential factor for predicting students' well-being and life gratification. To test this hypothesis, this study presents the overall correlation of students' personality with life gratification and well-being. According to the theory of personality by Eysenck SB et al., in context of personality and happiness, it seems that the individual differences in happiness are largely related to personality differences. Various students' well-being theories define that students' well-being is closely tied to personality. In student well-being theories, top-down models of student well-being shows the direct importance of personality.

3. LITERATURE REVIEW

3.1 Studies related to effects of self-monitoring and socialization on personality

Ronald E. Riggio and Howard S. Friedman, (1982) conducted a study of inter-relationships of various standardized measures of personality and nonverbal skills. Thought to be a skill central to social interaction, main attention was given to self-monitoring. It is found that self-monitoring is actually a combination of more basic social skills. The patterns of correlations obtained among traditional measures of personality and self-monitoring factors and social skills, shows that the Briggs et al. (1980) basic factors pointed by the factor analysis that comprise the self-monitoring scale. Marie Hennecke, Wiebke Bleidorn, et al. (2014) gave mutual interdependence of traits and goals, as well as, limits of self-regulated personality change as well. It also explained that why personality changes in adulthood goes through small to medium only. This study also gave reasons for why people might not view change as it desirable, feasible or fail to maintain this overtime. Icek Ajzen, Christine Timko, and John

B. White (1982) the difference was located in relation between behaviour and intention, stronger intention exhibited by low self-monitors whereas behavior correlations did high self-monitors. David V. Day, Deidra J. Schleicher et al. (2002) this study presents self-monitoring was relevant for understanding various organizational concerns, including leadership emergence and job performance. Emotional self-regulation is focused in the analysis of self-monitoring William G. Graziano and William H. M. Bryant (1998). This suggested the correlation between self-monitoring behavior and identity status including gender and age differences in various variables in adolescents Asiye Kumru and Ross A. Thompson (2003). Murray R. Barrick, Laura Parks et al. (2005) conducted that self-monitoring maintains the relationship between interpersonal performance and big five personality traits. Noel Mark Noel, Chad Michaels and Michael G. Levas (2003) this study examined the relationship of self-monitoring behaviour and personality traits to a students' choice of a business measure. Under this study personality correlates with self-monitoring Adrian Furnham (1989). Lynn M. Musser and Beverly A. Browne (1991) worked on the stability of self-monitoring in children and the relationship between family variables self-monitoring and personality. This study examined that those higher in protective self-monitoring expressed more avoidance and anxiety then lower. Acquisitive self-monitoring was unrelated to avoidance and attachment anxiety Paul T. Fuglestad, Christopher Leone and Taylor Drury (2019).

Mr. Abdul Rahim Chandio and Mr. Manzoor Ali (2019) focuses on basic ingredients of socialisation which impact the personality development of children as it socialises children with different traits to make them capable to adjust in society and lead a successful life. Anna E. Kornadt (2016) it is studied for older adults, age stereotypes as social role expectations, were influence personality development in later life for the specific stereotype domain with personality trait combination. The finding of this study provides tentative support to personality development in older age for the role of positive age stereotypes. Steve Colwell (1998) this study suggests the qualitative aspect with mentor relationship and the mentoring association with socialisation of new teacher and lecturer. Thomas N. Garavan and Claire Murphy (2001) examined that co-operative education helps students to learn necessary practical skills via exposure to the real world. Judith Rich Harris (2000) examined that each exerts its influence only within its own area. This study presents socialisation outside-the-home to identification with peer groups and assimilation of group norms.

This study is conducted to investigate the respondent's perception towards the impact of electronic media on children personality. The result shows that electronic media plays an important role for children personality, behaviour and attitude, majority is in the favour of

negative impact on children's attitude Rashid Menhas, Hafiza Fouzia Tabbasam et al., (2014). This study found that majority of investigated students spent maximum time in front of TV and computer, which could affect their development Adela Bradea and Valentin Cosmin Blandul (2015). David C. Giles and John Maltby (2004) it is found that after age-related effects controlled, high emotional autonomy was important predictor of celebrity interest, and it leads to high attachment with peers and low agree of attachment with their parents. This study proposes that both peer-group and peer-relationship effects collectively enhance the understanding of personality development Anne K. Reitz, Julia Zimmermann et al., (2014). The scales correlated with measure of social anxiety but found low correlation with measures of social desirability, state and trait anxiety, locus of control and depression Richard P. Mattick and J. Christopher Clarke (1998). This study concluded that patients with a personality disorder have more serious symptoms as compared to the patients without personality disorder, but benefit offered for the treatment equally Peter Paul A. Mersch, et al., (1995). This study examined that users' preferences to use social media is differ according to their use motives and individual differences and these elements can steer to problematic social media use among a minority of users Kagan Kircaburun, Saleem Alhabash, et al., (2020). Overall, according to previous research, it is expected that self-monitoring and socialisation positively affects the personality.

3.2 Studies related to effect of personality on life gratification

Avshalom Caspi and Brent W. Roberts (2001) study is conducted on personality traits do not fixed, personality of an individual changes with time and age and due to the interaction with environment. Helen Cheng and Adrian Furnham (2012) a study conducted of adults to examine the effect of childhood cognitive ability, personality on current occupational prestige and parental social class with keeping in account the effect of previous occupational levels and education. This study explores the biological and personality traits that play a vital role in use of online dating websites, Chris Clemens, David Atkin et al., (2015). C. Robert Cloninger and Ada H. Zohar (2011) concluded that interactions between different combinations of character traits have high effect on perception of both wellness and happiness. The research explored that a significant and positive correlation between academic achievement and happiness among university students, the happiness could make 13% changes in academic achievements, Zahra Salehi et al., (2013). A research is conducted in personality development in college students. It is found that males have a clearer pattern of increasing maturity over the four years than females, Anne Constantinople (1969). The research examines the factors

which influence personality development within participants in an outdoor education programme, Mohd Taib Harun and Norlena Salamuddin (2010). The study concluded that analysis of behaviour in may be the best way to understand about the changing nature of personality development and growth, Michael Lewis (2001). The theory propounded that a positive relation between extraversion, social desirability and happiness, a negative relation between neuroticism, symptoms and happiness, L. Lu and J. B. Shih (1997). The study showed a significant difference between female and male in conscientiousness and agreeableness personality traits, A Cheaib (2018). Under this study a correlation shown among young people's choice of a medical career and personality dimensions, Cosmin Octavian Popa and Adrian Rus (2016). The research indicated that both validity and reliability of PPTQ were adequate, Kamlesh Singh and Shalini Duggal Jha (2010). Study found that personality traits exhibit continuity over time and yet can change in systemic manners, Richard W. Robins, R. Chris Fraley, et al., (2001). The study investigates the gender differences in change from late adolescence to emerging adulthood of big five, Michele Vecchione et al., (2012). The study propounded that network characteristics are directly related to subjective well-being through the mediation of perceived social support, Xiumei Zhu, Sang Eun Woo et al., (2013).

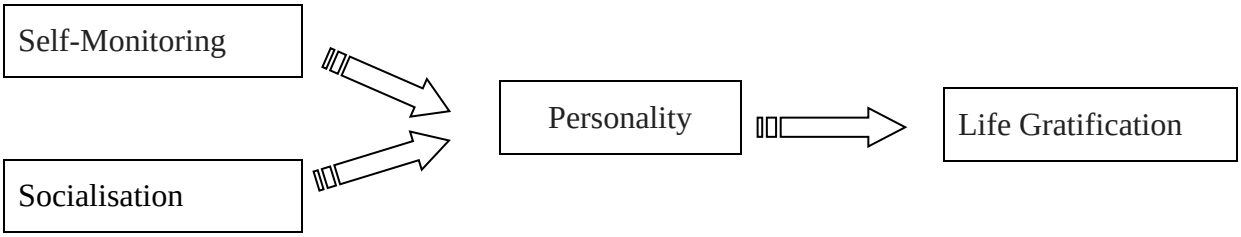
Ed de St. Aubin and Dan P. McAdams (1995) explained that his/her level is satisfaction varied if a subject scored high in ego development as a function of Generative concern like who scored high in generative concern were highly satisfied and who scored low were less satisfied. E. Scott Huebner (1991) individual items and total scale scores indicated a high degree of overall life satisfaction, which is consistent for adults with findings reported. The study explored the delay of gratification with view of motivational perspective, Hefer Bembenutty (2008). Differences in students' motivation found to join to and to the use of social network sites in each country. The researchers found that determination of uses and gratification of social sites may depend on their cultural differences, Leila Karimi et al., (2014). In this researcher found in both the stepwise and independent analysis, level of satisfaction was more affected by depression and self-esteem than any other variables, Sung-Mook Hong and Effy Giannakopoulos (1994). It is examined that the strengths of character most associated with life satisfaction and then associated with orientation to engagement, to pleasure and to meaning, implying that make possible a full life was the most fulfilling character strength, Christopher Peterson, Willibald Ruch et al., (2007). Adolescents were found more happiness, life satisfaction and self-esteem due to higher quality of friendship.

This study focuses on the significant role of parents and peers in the positive development in adolescence Zora Raboteg-Saric and Marija Sakic (2013). The study conducted that delay of gratification for adults' yields interpretable behavioural measure with self-motivation and offers a adequate attention for the use with adults of delay of gratification, Simon Forstmeier, et al., (2011).

Kemakorn Chaiprasit and Orapin Santidhirakul (2011) the examined the factors affecting which are happiness of employees at work within happiness at work. The study presents to investigate the relationship between happiness and five factor model of personality traits among university students, Arash Ziapour, Alireza Khatony, et al., (2018). The researcher in this study found a correlation between social relations and structures and it can produce happiness and unhappiness, Max Haller and Markus Hadler (2006). Luo Lu and Chia-Hsin Hu (2005) explored the correlation between leisure involvement and personality, leisure satisfaction and happiness among university students. The study indicates that personality have stronger relation with national levels analysis than at individual level, Piers Steel and Deniz S. Ones (2002).

P. Marton, H. Golombek et al., (1988) the researcher explores the correlation of competence in personality functions and adaptive skills to self-esteem in early adolescence. Sushma, Pradeep Kumar, Promila Batra (2015) was found that positive self-esteem was correlated with competence in both adaptive skills and personality functions, both gave a similar degree contribution to the self-esteem. The research propounded that on the personality traits sub-scales of self-esteem of pearson correlation revealed that introversion versus extroversion and closeness to experience type were main positive predictors, and neuroticism versus emotion stability was negative predictor of self-esteem. A study is conducted on self-esteem development and personality across the life spans Kali H. Trzesniewski, Richard W. Robins, et al., (2003). Kristina M. Deneve and Harris Cooper (1998) personality appears to be a significant correlation of subjective well-being. It is suggested that tentative paths offered through which personality may influence subjective well-being. According to literature review, it is expected that through positive effect of self-monitoring and socialisation on personality, it positively affects the life gratification.

Proposed Research Model



The proposed research model shows the relationship of different variables which are self-monitoring, socialisation, personality and life gratification. In this model, according to the literature review, self-monitoring positively affects the personality and life gratification. In some cases, socialisation positively affects the personality and life gratification, while in some cases it negatively affects as well. To ascertain this all the present study is proposed to be carried out with rationale and gap analysis in the following section.

4. RATIONALE OF THE STUDY AND GAP ANALYSIS

In above studies there are so many studies that are covered by researchers as it has been found in literature review from them some are conducted in foreign and some in India as well. But there are in above researches still some issues related to personality which are untapped yet. This study focuses on those points as well.

As mentioned above studies there are a large number of factors playing a crucial role in personality which are as follows –

- Ability, demographic and personality predictors of creativity.
- Happiness at work of employees in small and medium-sized enterprises.
- Cultivating personality development through outdoor education programme.
- Personality development in adulthood and old age. Personality development and organisational behaviour.
- Back to future- Personality and assessment and personality development.
- A longitudinal study of personality- Change in adulthood. The correlation between personality dimensions and young people's choice of a medical career.
- Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies.
- A study of personality and self-esteem among youth.

- Personality and the perception of health and happiness.
- The role of socialization in child's personality development.
- The multiple relations between creativity and personality.
- Five factor model personality traits and subjective cognitive failures.
- Personality and happiness.

There are many researches done related to personality. Authors covered all dimensions of personality as you can see in literature review. In all these researches the effect of these defined factors simultaneously on personality is still untapped yet. This study presents personality in context of self-monitoring, socialisation, life gratification. The study highlights these dimensions in detail. This study presents the relationship of personality with self-monitoring, socialisation. The study also focuses on the effects of personality on life gratification among aspiring professionals.

5. RESEARCH QUESTIONS

1. What are the dimensions of personality?
2. Is there any relationship across self-monitoring, socialisation, life gratification and personality?
3. What is the effect of self-monitoring and personality on life gratification?
4. Is there any effect of socialisation and personality on life gratification?

6. OBJECTIVE OF THE STUDY

The main aim of the research is to study personality development in relation to life gratification and well-being among students. However, the specific objectives of the proposed research will be as under:

1. To study and identify the various dimensions of personality.
2. To model the relationship across self-monitoring, socialisation, life gratification and personality.
3. To examine the interaction effect of self-monitoring and personality on life gratification.
4. To examine the interaction effect of socialisation and personality on life gratification.
5. To suggest workable guidelines for enhancing self-monitoring, socialisation and life gratification vis-à-vis the personality to benefit individuals and the society at large.

7. RESEARCH METHODOLOGY

Research Methodology is the specific procedure or technique used to identify, select process and analyse the information about a research problem. In a research paper, the methodology section allows the readers to critically evaluate the validity and reliability of the study. How would the data be collected and how is it be analysed? In the methodology process, the researchers acquire deep knowledge about the problem and make conclusion for suggestions. So, it plays a vital role in research problem.

7.1 Research Design

The research design is theoretical outline of the methods and techniques for collection, measurement and analysis of data. In this study, quantitative research design is followed by an exploratory research design.

7.2 Sampling Design

The universe of the study is large enough and we cannot study all the units of universe so, we will choose sampling units from the universe. We are going to use purposive sampling technique to choose our sampling units. The sample size is supposed to be of Haryana and NCR but it can be increased or decreased according to the requirement of the study. Cluster cum convenience sampling will be used to reach the required sample from Haryana & NCR.

7.3 Research Instrument

The present study calls for gathering primary data due to its specific requirements. The primary data will be collected with the help of well-structured questionnaire for aspiring professionals.

7.4 Statistical Tools

To analyse the collected data Chi-Square test, F-Test, T-test, Logistic regression model will be used and relevant statistical tools will be applied as per data availability. The use of various statistical techniques for analysing the data will depend upon the further requirement of collected data.

8. TENTATIVE CHAPTER SCHEME

Chapter -1**:** Introduction

Chapter- 2**:** Literature Review

Chapter- 3**:** Research Objective, Hypothesis and Research methodology of the study.

Chapter- 4**:** Analysis and interpretation of data.

Chapter- 5: Finding, suggestion and conclusions of the study.

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Signature of Chairperson/Director